



Chesnee Elementary

985 Fairfield Rd.
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	478 Students	
Principal	Robert P. Ledford	864-461-7322
Superintendent	Dr. Scott Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

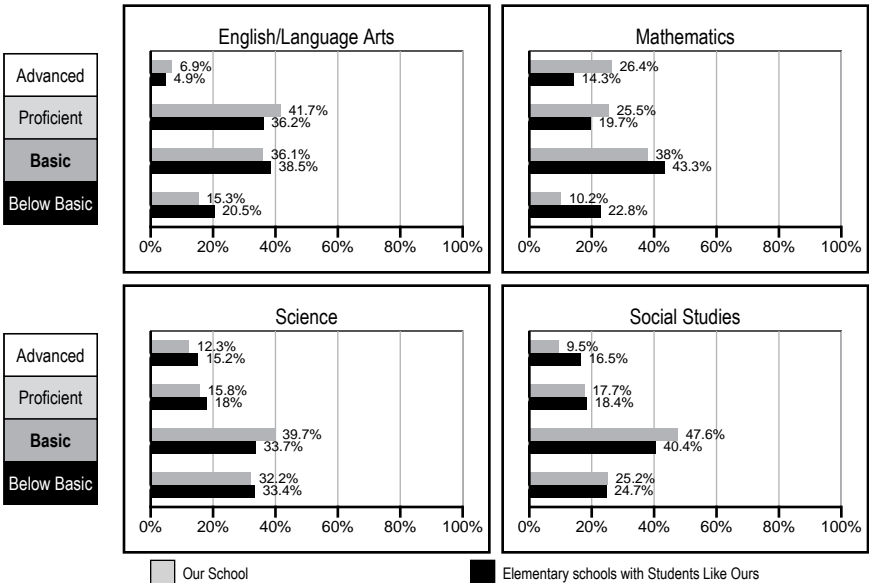
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	53	33	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=478)				
First graders who attended full-day kindergarten	100.0%	Up from 93.2%	100.0%	100.0%
Retention rate	2.0%	Up from 1.9%	2.8%	2.3%
Attendance rate	96.5%	Up from 96.4%	96.2%	96.3%
Eligible for gifted and talented	11.5%	Up from 9.6%	9.5%	10.4%
With disabilities other than speech	11.0%	Up from 7.6%	8.7%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	67.6%	Up from 65.6%	57.1%	56.7%
Continuing contract teachers	61.8%	Down from 78.1%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.0%	Up from 91.6%	86.7%	86.4%
Teacher attendance rate	94.5%	Up from 93.6%	94.7%	94.9%
Average teacher salary	\$45,814	Up 2.9%	\$45,317	\$45,345
Professional development days/teacher	10.5 days	Up from 6.0 days	12.7 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.1 to 1	18.6 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 88.6%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,897	Up 2.3%	\$6,895	\$7,052
Percent of expenditures for instruction*	65.1%	Up from 64.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	59.3%	Down from 59.4%	65.3%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As we enter the 2008-2009 school year in our new, state-of-the-art facility, we enter a new learning adventure together. Chesnee Elementary School will continue to serve one of the county's most unique communities. Being a Title I school, our faculty, staff, and administrators' focus is to provide a positive and nurturing environment to assist in building a strong foundation for future citizens.

In order to help the students with both academic and social needs, the faculty uses a variety of strategies to promote growth and development. To enhance the fine arts program, students participated in the sixth annual drama production as well as an art show. The arts program has a partnership with the Spartanburg County Arts Foundation to help provide numerous cultural activities for the students through the MUSE Machine Grant. The school has a partnership with the Boys and Girls Club of Spartanburg to operate a year-round program for students. Children are involved in the research-based 100 Book Challenge Program. The Dolly Parton Imagination Library is a program that targets preschool children. Our reading accomplishments with these programs have helped better prepare our students. Reading is Fundamental continues to provide the students with quality children's books. Over the past three years, the students and teachers have worked with instructional coaches to broaden our effective techniques in the classrooms and increase student achievement.

As determined by our Title I surveys, parents are excited about the various aspects of the school's educational programs. Chesnee Elementary continues to serve the community as a Red Carpet School and has been recognized by the EOC once again for Closing the Gap with our Title I students.

The school staff, PTA, and volunteers worked together to promote parental involvement. Six PTA student programs, enhanced by student programs, were conducted throughout the year. Participation in the three family nights, designed to help parents understand how to academically assist their children, exceeded school attendance projections. The increase in parent participation is one contributing factor that has enhanced student performance.

The teachers and staff continue to participate in training to improve their teaching skills and strategies. Our teachers eagerly work with reading consultants and participate in book chats regarding current trends in education. The teachers recognize the importance of professional growth in helping them improve student performance.

Together with the community, Chesnee Elementary School will continue to focus on the current programs, as well as seek new strategies, to help further mold the students into intelligent, well-mannered and caring citizens.

Robert P. Ledford, Principal
Lynn Hollifield, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	57	44
Percent satisfied with learning environment	100.0%	90.9%	81.4%
Percent satisfied with social and physical environment	97.0%	71.9%	81.8%
Percent satisfied with school-home relations	100.0%	70.2%	84.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	232	100	15.3	36.1	41.7	6.9	65.3	60.7	48.2	Yes	Yes
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Gender

Male	132	100	17.5	42.5	33.3	6.7	55.8	53.8	41.7	N/A	N/A
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Female	100	100	12.5	28.1	52.1	7.3	77.1	68.5	55	N/A	N/A
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Racial/Ethnic Group

White	180	100	14.3	33.9	43.5	8.3	66.7	64.4	60	Yes	Yes
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African American	38	100	17.6	44.1	35.3	2.9	61.8	49.8	31.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.3	70.4	I/S	I/S
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Hispanic	13	100	23.1	38.5	38.5	0	53.8	38.8	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	34	100	56.7	40	3.3	0	6.7	13.3	16	I/S	I/S
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	17	100	17.6	47.1	35.3	0	58.8	46.8	36.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	148	100	19.4	43.3	36.6	0.7	56.7	48	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	232	100	10.2	38	25.5	26.4	66.2	57.7	45.8	Yes	Yes
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Gender

Male	132	100	12.5	35.8	24.2	27.5	63.3	57.8	45.6	N/A	N/A
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Female	100	100	7.3	40.6	27.1	25	69.8	57.5	45.9	N/A	N/A
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Racial/Ethnic Group

White	180	100	10.1	36.3	25	28.6	68.5	62.4	59	Yes	Yes
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African American	38	100	11.8	41.2	29.4	17.6	55.9	40	26.9	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	71.3	I/S	I/S
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Hispanic	13	100	7.7	46.2	23.1	23.1	69.2	39.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	34	100	50	36.7	6.7	6.7	20	18.3	17.1	I/S	I/S
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	17	100	11.8	47.1	29.4	11.8	58.8	46.5	38.7	I/S	I/S
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Socio-Economic Status

Subsidized meals	148	100	12.7	41.8	25.4	20.1	57.5	46.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	157	100	32.2	39.7	15.8	12.3	28.1	41	35.7	96.5	96
Gender											
Male	93	100	33.3	35.7	17.9	13.1	31	44.6	37.4	96.4	96
Female	64	100	30.6	45.2	12.9	11.3	24.2	37	33.8	96.6	96.1
Racial/Ethnic Group											
White	119	100	26.1	41.4	16.2	16.2	32.4	46.1	49.2	96.4	95.9
African American	27	100	50	33.3	16.7	0	16.7	23.3	17	97.1	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	31	58	98.5	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	17.6	24.9	96.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.7
Disability Status											
Disabled	27	100	75	20.8	4.2	0	4.2	15.9	14	94.8	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	97.5	96.9
English Proficiency											
Limited English Proficient	12	100	58.3	41.7	0	0	0	24.5	24.4	97.5	96.6
Socio-Economic Status											
Subsided meals	100	100	43.3	40	11.1	5.6	16.7	29.6	21.1	96.2	95.4

Social Studies

All Students	157	100	25.2	47.6	17.7	9.5	27.2	35.9	34	96.5	96
Gender											
Male	86	100	20	48.8	18.8	12.5	31.3	39.5	36.6	96.4	96
Female	71	100	31.3	46.3	16.4	6	22.4	31.9	31.3	96.6	96.1
Racial/Ethnic Group											
White	125	100	23.7	45.8	19.5	11	30.5	39	44.5	96.4	95.9
African American	24	100	33.3	61.9	0	4.8	4.8	20.9	19.1	97.1	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.1	58.9	98.5	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	96.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.7
Disability Status											
Disabled	23	100	70	30	0	0	0	9.5	14.4	94.8	94.8
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	97.5	96.9
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	29.5	27.3	97.5	96.6
Socio-Economic Status											
Subsided meals	98	100	34.8	43.8	16.9	4.5	21.3	24.5	21	96.2	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	83	100	6.4	24.4	55.1	14.1	69.2
	4	70	100	13.6	27.3	56.1	3	59.1
	5	76	100	17.1	44.7	34.2	3.9	38.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	13.7	27.4	46.6	12.3	58.9
	4	82	100	15.6	32.5	46.8	5.2	51.9
	5	72	100	16.7	50	30.3	3	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	83	100	15.4	50	21.8	12.8	34.6
	4	70	100	9.1	22.7	33.3	34.8	68.2
	5	76	100	14.5	43.4	27.6	14.5	42.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	78	100	12.3	47.9	20.5	19.2	39.7
	4	82	100	9.1	26	31.2	33.8	64.9
	5	72	100	9.1	40.9	24.2	25.8	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	42	100	42.5	30	22.5	5	27.5
	4	70	100	30.3	33.3	18.2	18.2	36.4
	5	37	100	37.8	40.5	10.8	10.8	21.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	38.9	33.3	16.7	11.1	27.8
	4	82	100	29.9	36.4	19.5	14.3	33.8
	5	36	100	30.3	54.5	6.1	9.1	15.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	41	100	10.5	68.4	18.4	2.6	21.1
	4	70	100	42.4	47	9.1	1.5	10.6
	5	39	100	56.4	28.2	12.8	2.6	15.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	24.3	32.4	29.7	13.5	43.2
	4	82	100	20.8	54.5	16.9	7.8	24.7
	5	36	100	36.4	48.5	6.1	9.1	15.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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